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ABSTRACT

To determine the most accurate group-administered measure of reading achievement, a study explored variations of the cloze and maze procedures with second grade students who were native English speakers or who were being taught English as a second language. Subjects--108 second grade volunteers (1% American Indian, 49% Asian, 39.8% Black, 1% Hispanic, and 9.2% White) in six classrooms in an urban elementary school--were familiarized with both cloze and maze formats. Two cloze passages, two maze passages, and the reading sections of the Comprehensive Test of Basic Skills (CTBS) were then administered in a counter-balanced sequence within a three-week period. Subjects also indicated the appeal of each passage by making a smiling, neutral, or frowning face. Performances were compared by the language background of each participant. Analysis of results showed that for all subjects the cloze was more accurate than the maze procedure; it more closely reflected the subjects' reading performance than did the CTBS. (A list of references and tables of data are included.) (AEW)

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A Comparative Analysis of Cloze and Maze Performances of Second Grade Children

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A Comparative Analysis of Cloze and Maze Performances

of Second Grade Children

Standardized tests are a frequently employed method of determining students' reading achievement. To a great extent, the popularity of the use of these tests in classrooms is based upon the fact that they are group administered and easily scored. The very convenience of these tests has contributed to their misuse by attempting to use their results to place students in reading instruction materials (Farr & Carey, 1986; Johns, 1976) and their results have been found to overestimate a pupil's reading level (Harris & Sipay, 1986). Additional criticisms of the use of standardized tests have included the tendency to employ inappropriate levels (Long, Schaffran & Kellog, 1977; Yoshida, 1976), possible test biases in favor of or against various samples within the population (Hockman, 1973; Marwit & Neumann, 1974; McDermott, 1976; Thurmond, 1977; Walker, 1975), and the lack of passage dependency (Hanna & Oaster, 1978-1979, Pyrczak, 1975, 1976; Pyrczak & Axelrod, 1976; Tuinman, 1973-1974).

As the need for an accurate, group administered, conveniently scored measure of reading instruction placement persists and the appropriateness

of standardized tests has been questioned, the cloze procedure lends itself as a reasonable alternative. The cloze procedure was first introduced in 1897 by Ebbinghaus and has subsequently had its validity and reliability established as a measure of reading ability. Considered by Bormuth to be, "...possibly the most thoroughly validated and sophisticated method of testing presently used in education" (p. 82, 1975), the cloze procedure has been found to be highly correlated with scores on standardized tests of reading comprehension across a variety of administration and construction formats and a variety of reading materials (Bormuth, 1969; De Santi, Casbergue & Sullivan, 1986; De Santi & Sullivan, 1984, 1985; Feldhusen, Lamb & Feldhusen, 1970). The reading instruction placement and evaluative applications of the cloze procedure have been researched in several explorations of the types of quantitative and qualitative information yielded (Bormuth, 1965; De Santi, 1982; Hafner, 1964; Lopardo & Bortnick, 1977; Meredith & Vaughan, 1978).

Variations of the cloze procedure have included the multiple choice cloze format (Mattson, 1965; O'Reilly & Schuder, 1977) which offers the deleted words placed in random order in a list. From the list provided, the reader is expected to select the word which belongs in a particular

deletion. Another variation, the maze procedure, is a comparatively new procedure which has been found to possess good overall internal validity and reliability and to be a worthwhile tool in the establishment of reading instruction placement (Bradley, Ackerson & Ames, 1978; Guthrie, 1973, Guthrie, Seifert, Burnham & Caplan, 1974).

With the exception of a few notable instances (Fitzgerald & Fitzgerald,1978; Lamb,1979; Ransom,1968; Sampson, Valmont & Van Allen, 1982), applications of the cloze and maze procedures have been limited to the upper elementary and higher grade levels. Additonally, the use of these two procedures with students for whom English is a second language has become a topic of recent interest (Alderson, 1979; Bachman, 1982; Baldauf & Propst, 1978; Balyeat & Norman, 1975; Heilenman, 1983; Johnson, 1982).

The purpose of this study was to explore the use of variations of the cloze and maze procedures with students in the second grade who were native speakers of English or students for whom English was a second language. The students' reading performance as measured by fifth and tenth word deletion patterns for both the cloze and maze procedures and as scored by traditional and more recent techniques were compared with the students' reading performance on the vocabulary, comprehension, and

total reading scores on the standardized group administered Comprehensive Test of Basic Skills.

Methodology

Instruments

The instruments included in this study were two cloze passages, two maze passages, and the reading sections of the school system's regularly administered Comprehensive Test of Basic Skills (CTBS). The four passages chosen were selected with consideration of the readability characteristics of total number of words and sentences, three readability formula estimates, average sentence length, and number of syllables per 100 words. The information presented in Table 1 indicates that the passages were at the second grade level and, for the purposes of practical applications, equivalent in their characteristics. The readability indicies were calculated with a computer program designed to estimate readability (Schuyler 1982).

Insert Table 1 about here

The cloze passages were constructed by leaving the first and last sentences intact and, beginning in the second sentence, deleting every fifth word for the first passage or every tenth word for the second passage and replacing each deleted word with a standard length numbered blank. There was a total of 50 deletions in cloze passage number one and 25 deletions in cloze passage number two.

The maze passages were constructed in a manner consistent with the construction of the cloze passages. As a result, maze passage number one had a total of 50 deletions and maze passage number two had 25 deletions. While each cloze passage deletion was left blank and the readers were expected to supply the deleted word, the deletions in the maze passages were replaced with three alternatives from which the readers were to select the correct word. The alternatives included: (a) a word which was both semantically and syntactically correct, (b) a syntactically correct but semantically incorrect word, and (c) a syntactically and semantically incorrect word. In several instances of articles, prepositions, and negatives the correct choice was the only syntactically correct word due to the nature of the deletion. All alternatives were listed in alphabetical order to ensure their random placement.

The CTBS vocabulary, comprehension, and total reading scores were used to provide an external validation source to assess the reading levels of the subjects as indicated by the cloze and maze passages. The CTBS is a widely employed, standardized, group administered measure.

Subjects

There were 108 second grade volunteer subjects in this study. The group consisted of: 1 (1%) American Indian, 53 (49%) Asian, 43 (39.8%) black, 1 (1%) Hispanic, and 10 (9.2%) white students. The Asian pupils were enrolled in an ESL program taught by an ESL certified teacher. The subjects were distributed across six classrooms in a single elementary school in an urban school system.

Procedures

The six second grade classrooms were left intact during testing to provide realistic and feasible testing conditions. Before the testing instruments were administered, each class was presented with a short sample passage of both the cloze and maze format to acquaint the subjects with the procedures. To reduce the effects of test-wiseness, the passages were administered in a counter-balanced sequence within a three week time frame. Each cloze session endured approximately forty minutes and

each maze session approximately twenty. Additionally, the same person administered all of the passages and, with the exception of the spelling of words chosen for the cloze deletions, no assistance was provided during the administration.

As an additional source of comparison regarding the nature of the four passages employed, the subjects rated the interest and appeal of each passage by marking a smiling face, a neutral face, or a frowning face.

Analyses

Pasage Appeal Ratings

The results of the passage appeal ratings are presented in Table 2. The ratings indicated that all of the passages were liked by the subjects at least 63 percent of the time. No passage received a dislike rating of more than 11 percent. Overall, the passages were liked by the subjects.

Insert Table 2 about here

Comprehension

The subjects' performances were scored and interpreted in accordance with established procedures and criteria for both the cloze and maze techniques.

The cloze passages were scored in a manner derived from the guidelines provided in the cloze reading inventory (De Santi, 1982, 1986). Each response was coded according to three categories. The blank category was checked if no response was provided by the subject. The exact category was checked if, regardless of spelling, the response provided was the same as the word deleted. The consistent and coextensive meaning category was checked if the response provided maintained the message of the passage. The percent correct was then calculated for each category. The traditional comprehension value was derived from the percentage of exact codings only. The total comprehension value was derived from the percentage of exact and consistent and coextensive meaning coding categories combined.

The maze passages were scored according to a modification of the cloze scoring procedures and the three alternative responses provided for each deletion. Each response was coded as to whether the subject chose

the exact response which was both semantically and syntactically correct, the syntactically correct but semantically incorrect response, or the syntactically and semantically incorrect response. The percent correct was then calculated for each category and used as the basis of comparison. The measure of comprehension was based upon the percent of responses in the exact category.

Eighteen Chi square analyses were computed as nonparametrtic tests of the frequency distribution of the scores where the proportion of observed scores was compared with the expected proportion. Each subject's performance on each of the CTBS scores of vocabulary, comprehension, and total reading was compared with his/her performance on each maze passage and the traditional and total performance on each cloze passage. Data were compared on the basis of below level, on level, and above level reading performance. As the data were collected during the beginning of the second grade, CTBS grade equivalent scores of 2.0 through 2.5 were used to indicate on level performance. Level estimates for the traditional cloze values were based on Bormuth's (1968) recommendations of below level 0-42%, on level 44-56%, and above level 58-100%. Level estimates for the total cloze values were based on De Santi's (1982, 1986)

recommendations of below level 0-62%, on level 64-74%, and above level 76-100%. Level estimates for the maze instruments were based on Guthrie et al (1974) recommendations of below level 0-50%, on level 51-85%, and above level 86-100%.

Sign tests (Seigel, 1956) were employed to measure the direction of difference, if any, between measures. The combined results of these sign tests are presented in Table 3. Considering the sign tests individually, both maze passages overestimated the reading performance of the subjects while the cloze passages tended to underestimate the reading performance of the subjects. Maze over estimated by 25 and 31 students and under by 4 and 11 students. The cloze over estimated by 0 and 4 students and under estimated by 15 and 26. These sign tests indicate that the cloze procedure more closely reflected the subjects' performance as measured by the standardized test.

Insert Table 3 about here

The rank order by sign tests, from least to greatest difference, is presented in Table 4. The rank ordering indicates that the cloze procedure

outperformed the maze procedure at every level of comparison. Within the overall cloze procedure interpretation comparison, the total comprehension interpretation value more closely approximated the CTBS performance than did the traditional comprehension cloze interpretation value. The comparison between the cloze fifth word and tenth word deletion patterns revealed that the fifth word deletion pattern generated fewer discrepancies while the reverse was found for the maze passages.

Insert Table 4 about here

Comparisons By Language Background

As a large portion (49%) of the subjects were Asian and were persons for whom English was a second language, performances were compared by the language background of each subject. Tables 5 and 6 present the results of the sign tests by cloze and maze passages, race, and combined CTBS vocabulary, comprehension, and total reading scores. The analyses indicated that for the Asian subjects, as well as all of the other subjects, the cloze procedure was more accurate than the maze procedure. Comparison between the traditional and total cloze procedures revealed

that there was no difference in performance regardless of the language background of the subject.

Insert Table 5 about here

Insert Table 6 about here

Discussion

The analyses of the characteristics of the passages indicated that the passages were at the second grade level and, for the purposes of practical applications, equivalent in their characteristics. As a result, it is not likely that the findings had their origins in differences between the passages. As rated by the students, the overall appeal of the passages was equivical and not likely the origin of the differences in performance.

The Chi Square analyses and their derived sign tests indicated that, when compared with a group administered standardized reading test such as the CTBS, the cloze procedure more closely reflected the subjects' reading performance. The rank ordering of the sign tests indicated that the

cloze procedure was more accurate than the maze procedure at every level of comparison. Within the interpretation comparisons of the cloze procedure, the total interpretation value more closely approximated reading ability than did the the traditional cloze interpretation value. The comparison between the cloze fifth word and tenth word deletion patterns revealed that the fifth word deletion pattern generated fewer discrepancies while the reverse was found for the maze passages.

With regard toward the differences of language background among the subjects, the analyses indicated that the cloze procedure was more accurate than the maze procedure. Within the interpretation comparisons of the cloze procedure, the traditional and total cloze procedures revealed that there was no difference in performance regardless of the language background of the subject.

When the considerations and analyses of the passage characteristics, appeal ratings, comparisons with the CTBS, and language background differences are combined, the most appropriate approach to reading instruction placement appears to be the every fifth word deletion pattern of the cloze procedure scored and interpreted according to the total comprehension guidelines.

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Table 1

Passage Readability Characteristics

	Cloze 1	Cloze 2	Maze 1	Maze 2
Total words	322	307	301	307
Total sentences	42	37	31	33
Fry	2	2	2	2
Flesch-K	1.68	1.59	2.46	1.7
Coleman	2.49	2.27	3.28	2.22
Average sent. length	6.9	7.8	9.1	8.7
Syllables/100 words	121	118	120	116

Table 2

Passage Appeal Ratings

	Liked		Neutral		Disliked		Blank	
	N	%	N	%	N	%	N	%
Cloze 1	68	63	17	16	8	7	15	14
Cloze 2	73	68	14	13	12	11	9	8
Maze 1	80	74	19	18	3	3	6	5
Maze 2	79	73	19	18	6	5	4	4

Table 3

Results of Combined Over and Under Sign Tests by Instrument and CTBS Scores

	CTBS Scores		
	Vocabulary	Comprehension	Total Reading
Cloze 1 Traditional	26	16	19
Cloze 1 Total	25	19	20
Cloze 2 Traditional	28	25	27
Cloze 2 Total	28	21	21
Maze 1	45	42	42
Maze 2	36	35	36

Table 4

Rank Ordering of Results of Combined Over and Under Sign Tests by Instrument and CTBS Scores

Instrument	CTBS Score	Number of Deviations (108 possible)
Cloze 1 Traditional	Comprehension	16
Cloze 1 Traditional	Total	19
Cloze 1 Total	Comprehension	19
Cloze 1 Total	Total	20
Cloze 2 Total	Total	21
Cloze 2 Total	Comprehension	21
Cloze 1 Total	Vocabulary	25
Cloze 2 Traditional	Comprehension	25
Cloze 1 Traditional	Vocabulary	26
Cloze 2 Traditional	Total	27
Cloze 2 Traditional	Vocabulary	28
Cloze 2 Total	Vocabulary	28
Maze 2	Comprehension	35
Maze 2	Vocabulary	36
Maze 2	Total	36
Maze 1	Comprehension	42
Maze 1	Total	42
Maze 1	Vocabulary	45

Table 5

Frequencies of Over and Under Sign Test Performances by Each Cloze and Maze Passage, Race, and Combined CTBS Scores

	Asian		Black		White		Am Ind	
	N =53		N=43		N=10		N=1	
	f	%	f	%	f	%	f	%
Maze 1 over	69	43	39	30	7	23		
Maze 1 under	9	6	4	3	3	10		
Maze 2 over	52	33	27	21	6	20		
Maze 2 under	9	6	9	7	4	13		
Cloze 1 Trad over								
Cloze 1 Trad under	36	23	18	14	4	13	3	100
Cloze 1 Total over								
Cloze 1 Total under	39	25	18	14	9	30	3	100
Cloze 2 Trad over	14	9	7	5	2	7	3	100
Cloze 2 Trad under	34	21	13	10	6	20		
Cloze 2 Total over			4	3				
Cloze 2 Total under	42	26	15	12	6	20	3	100

Table 6

Averaged Frequencies of Over and Under Sign Test Performances by Cloze, Maze, Race, and Combined CTBS Scores

	Asian		Black		White		Am Ind	
	N =53		N=43		N=10		N=1	
	159 scores		129 scores		30 scores		3 scores	
	f	%	f	%	f	%	f	%
Maze over	60	38	33	26	7	22		
Maze under	9	6	7	5	4	12		
Cloze Trad over	7	5	4	3	1	4	2	50
Cloze Trad under	35	22	16	12	5	17	2	50
Cloze Total over			2	2				
Cloze Total under	41	26	17	13	8	25	3	100
Over and Under Combined								
Maze	35	22	20	16	6	20		
Cloze Traditional	21	13	10	8	3	10	2	50
Cloze Total	21	13	10	8	4	13	2	50